2-2014

Using RtI in First Grade Language Arts

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Abstract

This action research study investigated the effects of the use of Response to Intervention (RtI) in a first grade language arts class at Timothy Christian School in Elmhurst, Illinois. The participants were twenty-four first grade students in a general education classroom. Students were placed in tiers based on an assessment given at the end of the first quarter of the school year. Tier II and Tier III students participated in a twice-weekly pullout intervention session in addition to weekly guided reading sessions for nine weeks. These students were progress monitored bi-weekly with fluency probes checking letter names, letter sounds, and nonsense word blending. All students were again assessed at the end of the second quarter to check progress as well as to compare assessment data to data gathered from previous classes. The results of this study suggested that the systematic use of RtI correctly identified students needing support, helped students make progress, and gave the teacher useful information to guide continued instruction.

Document Type

Thesis

Degree Name

Master of Education (MEd)

Department

Graduate Education

First Advisor

Timothy Van Soelen

Second Advisor

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Keywords

Master of Education, thesis, Christian education, Timothy Christian School, Response to Intervention, RtI, elementary school

Subject Categories

Curriculum and Instruction | Education

Comments

Action Research Report Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education

Using RtI in First Grade Language Arts

by

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B.A. Dordt College, 2010

Action Research Report
Submitted in Partial Fulfillment
of the Requirements for the
Degree of Master of Education

Department of Education
Dordt College
Sioux Center, Iowa
February 2014

Using RtI in First Grade Language Arts

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Acknowledgments

The completion of this project would not have been possible without the assistance and encouragement provided by many different people. So many different friends and family members have not only shown interest in what I am doing but have also made an effort to be a helping hand along the way. Thank you to all of these people!

Thank you to my advisors, Dr. Van Soelen and Dr. Kornelis. Your tolerance of my unceasing questions was not taken for granted, and your suggestions often gave me needed clarity and peace of mind. You have both helped me become a better researcher, writer, and teacher, and for that, I am so grateful.

Thank you to my first grade team at Timothy; thank you for working through this process with me and for understanding what it means to teach young children. You inspire me to do projects like this in order to become a better teacher. Thank you also to my parents for continually asking about progress I was making and actually desiring to read the pages upon pages I was producing. Your interest in what I am doing reminds me how exciting it really is. Lastly to Travis, thank you for letting me vent when the work was overwhelming and for letting me talk your ear off about all things RtI. Your support gave me confidence in the midst of stress.

Table of Contents

List of Tables

Abstract

This action research study investigated the effects of the use of Response to Intervention (RtI) in a first grade language arts class at Timothy Christian School in Elmhurst, Illinois. The participants were twenty-four first grade students in a general education classroom. Students were placed in tiers based on an assessment given at the end of the first quarter of the school year. Tier II and Tier III students participated in a twice-weekly pullout intervention session in addition to weekly guided reading sessions for nine weeks. These students were progress monitored bi-weekly with fluency probes checking letter names, letter sounds, and nonsense word blending. All students were again assessed at the end of the second quarter to check progress as well as to compare assessment data to data gathered from previous classes. The results of this study suggested that the systematic use of RtI correctly identified students needing support, helped students make progress, and gave the teacher useful information to guide continued instruction.

Keywords: Response to Intervention

A troubling statistic from the National Center for Educational Statistics in 2007 stated that according to reading proficiency assessments, only about one third of students scored at or above the proficiency level for their grade (Grant, Jones, & Yssel, 2012). Reading experts agree that when students do not learn how to read adequately in their early primary years, they will typically experience persistent reading difficulties throughout their schooling. One study done by Lembke, McMaster, and Stecker (2010) claimed that students who performed poorly in first grade had an 88 percent chance of continuing to perform poorly in reading in fourth grade. These reading difficulties in higher grades prevent students from reaching and maintaining grade level achievement, even with extra help (Compton, Fuchs, & Zumeta, 2012). Additionally, the National Reading Panel (NRP) has suggested that without evidence-based instruction, 30 to 60 percent of students may fall behind, and once behind, may never catch up (Blanks & Bursuck, 2010). Because of this danger, recent reading initiatives have had a strong emphasis on the importance of early reading interventions in prevention of such reading deficiencies (Denton, 2012). Response to Intervention, or RtI, is one way in which educators have begun to embed data-driven interventions into general education reading instruction to better bridge these concerning reading gaps. In fact, a 2009 nationwide survey of special educators, conducted by Spectrum K12 School Solutions, indicated that 71 percent of the districts represented by respondents were implementing an RtI model to some level (Denton, Kethley, Kurz, Mathes, Nimon, Shih, & Swanson, 2010). In order to more closely examine the effects of this widely used format of intervention, the researcher designed a study based on first grade language arts achievement.

Problem

The foundation of an effective RtI, Response to Intervention, program relies on the use of consistent, accurate data to inform instruction of all three tiers of learners: the students whose needs are met with universal instruction, those who need some targeted intervention to improve, and those who need intensive intervention in order to make progress. This study examined the progress made by students in each tier of learners, focusing on a first grade reading RtI program being piloted at Timothy Christian School. Specifically, the purpose of this study was to answer this overarching question: Is RtI an improved instructional format of intervention in a first grade language arts classroom?

Research Questions

1. Does an RtI framework in a first grade language arts program lead to a significant gain in each of the three tiers of learners?

2. Do the gains in student achievement from the implementation of RtI differ significantly from the previously used instructional program?

Definition of Terms

For the purpose of this study, the following definitions will be used. Unless otherwise noted, the definitions are those of the author.

Phonemic awareness- the ability to hear and manipulate (such as blend and segment) sounds in spoken language

Phonics- a focus on the systematic relationship between written letters and spoken sounds

Fluency-the ability to read connected text accurately, quickly, and with prosody, or expression

Comprehension- the ability to read purposefully and to actively think about what is being read

DIBELS- Dynamic Indicators of Basic Early Literacy Skills, short fluency measures

CBM- curriculum-based measurements

PRF- passage reading fluency, determined by measuring a student's oral reading speed and accuracy

WIF-word identification fluency, determined from a probe of common sight words

AIMSWeb-commercially produced curriculum based measurement for progress monitoring early literacy fluency skills

Literature Review

RtI is a tiered framework to instruction, using core, evidence-based classroom instruction in Tier I, targeted and systematic small group interventions in Tier II, and more intensive interventions in Tier III (Canges, Golez, Murphy, Pavri, & Richards, 2007). The 2004 reauthorization of IDEA, Individuals with Disabilities Education Act, authorized RtI as a way of identifying students with learning disabilities and gave districts the ability to allocate funds for students requiring additional support but not qualifying for formal special education (Blackorby, Jenkins, Schiller, Tilly, & Thayer, 2013). Thus, the major goals of RtI seek both the improvement of general education in order to address students who are at risk for learning failure as well as a more accurate means of identifying students with learning disorders (Burns, Griffiths, Parson, & VanDerHeyden, 2006). Because of well-established research on the prevention of reading difficulties through early intervention, many schools initially focus efforts on adopting RtI as related to reading, even though it can also be applied to other academic areas well (Denton, 2012). RtI emphasizes the use of research to examine the causes of academic failure and successful remediation strategies as well as the use of varied data sources to make decisions for individual students (Burns et al., 2006). While the process of gathering this data and moving students through the various tiers does not look identical in each district or school,

the organization of RtI has been generally standardized based on the use of three distinct, yet fluid levels of intervention.

The foundational level of RtI is Tier I, characterized by evidence-based, differentiated instruction ideally designed to meet the needs of 70 to 80 percent of students (Blanks & Bursuck, 2010; Denton, 2012). In this Tier, when considering RtI focused on reading, the classroom teacher is responsible to utilize an evidence-based curriculum for a minimum of ninety minutes per day while also using student data to create groups of students with similar needs and to plan instruction (Blanks & Bursuck, 2010; Denton, 2012). This curriculum should be focused on five key skill areas to ensure effective reading development: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension (Blanks & Bursuck, 2010). Phonemic awareness is a very highly predictive indicator of a student's later decoding ability, while phonics helps students understand the predictability of the relationship between spoken sound and written word. Fluency allows a student to direct their attention to meaning of text rather than getting caught on the process of decoding. Vocabulary instruction is another vital piece of Tier I instruction, and it should not only include direct teaching of important words, but also strategies for deciphering meaning using context clues and word parts. Lastly, comprehension helps students activate background knowledge, ask questions, draw conclusions, summarize meaning, and use metacognition to monitor understanding (Blanks & Bursuck, 2010). Each one of these components requires explicit instruction, modeling, scaffolding, and varied practice. When a student demonstrates a deficiency in one or more of these reading skills within the core instruction, the student is then considered "at-risk" and requires some level of Tier II intervention.

Typically, 10 to 15 percent of students will at some point require Tier II intervention to meet benchmark expectations. While reading difficulties can be complicated and difficult to categorize, within this 10 to 15 percent, there are two broad categories of children who do not learn to read well from regular classroom instruction. One category includes children who have adequate oral language skills but have a difficult time with process of connecting oral language and written word. The second category of troubled readers includes problems with both oral language and vocabulary as well as print and phonological knowledge (Amendum, Burchinal, Gallagher, Ginsberg, Kainz, Rose & Vernon-Feagans, 2010). In order to combat these deficiencies, Tier II intervention consists of more intensive, explicit instruction on the same foundational skills included in Tier I instruction but in the setting of a small, homogenous group (Blanks & Bursuck, 2010). While there is not an exact formula for a Tier II intervention group, it generally consists of three to four students and meetings three to five times a week for twenty to forty minutes each session (Blanks & Bursuck, 2010). If possible, this supplemental intervention should be added instruction rather than a replacement of instruction, providing extra instruction and opportunities for practice outside of the ninety-minute core instruction (Denton, 2012). This intervention is frequently provided in six to twenty weeks segments by the general education teacher; although, in some cases, a reading specialist or paraprofessional may also be involved with Tier II groups (Canges et al., 2007; Denton, 2012). Consistent progress monitoring allows teachers to continually reevaluate student progress to determine whether or not the student should continue with the intervention, exit the group, or participate in an adjusted intervention (Canges et al., 2007).

While it is clear that Tier II intervention groups should be focused on the same big ideas and key skills included in Tier I instruction, many educators have worked to create clear,

systematic formats for implementing such interventions. One study focused on a daily fifteen minute intervention format, focused on five minutes of re-reading for fluency, five minutes of multi-sensory word work, and five minutes of guided oral reading at the students' instructional reading level to work on summarizing, predicting, making connections, and inferring (Amendum et al., 2010). Another study evaluated RRI, or Responsive Reading Instruction, as another way to organize Tier II intervention. This intervention included forty minutes of daily intervention, organized into five lesson components. The first ten minutes was dedicated to explicit and systematic instruction and practice in word work, followed by ten minutes of basic print concepts. These concepts included the meaning of the terms word and letter as well as the directionality of reading. Once students had mastered these concepts, this ten minutes was shifted to a focus on modeling, repeated oral reading, and partner reading to develop fluency. While students were practicing their reading, the teacher utilized a third component of individual assessment to monitor student progress. The third ten-minute block was dedicated to supported reading at students' instructional level, including comprehension instruction. Lastly, the students spent ten minutes writing or copying sentences in response to the related comprehension focus, later including an emphasis on editing their own writing. Ninety one percent of at risk readers whose teacher implemented RRI were able to adequately read and spell words by the end of first grade, speaking to the effectiveness of such a thorough and systematic approach to intervention (Denton, Kethley, Kurz, Mathes, Nimon, Shih, & Swanson, 2010). In order to maintain the fidelity and allow for replication of these interventions, teachers must be sure to clearly and consistently document and track what occurs during instruction as well as student response to it (Bianco 2010). Even with quality core instruction and well-planned and executed intervention, some students continue to demonstrate low achievement in conjunction with inadequate progress

(Compton, Fuchs, & Zumeta, 2012). These students may require more intensive Tier III intervention, and may in fact be referred for special education.

When students demonstrate only minimal progress during the secondary level of interventions, they are considered non-responders, and it becomes clear that their reading difficulties are not easily remedied (Vaughn & Wanzek, 2010). It is expected that approximately five to ten percent of students will require Tier III intervention and be considered for special education due to a formally identified reading disorder (Blanks & Bursuck, 2010). These students typically demonstrate a dual discrepancy, both a below level performance compared to their classmates as well as a significantly lower learning rate than classmates. (Burns et al., 2006). This requires an intervention that is intensified in the areas of time, group size, and explicitness of instruction. It is recommended that Tier III students participate in daily 30 to 60 minute sessions of explicit instruction outside of the expected 90 minutes of daily core instruction, although some of Tier III intervention may replace some of the core curriculum because of the high amount of time needed in that intervention (Canges et al., 2007; Denton, 2012). While this increased amount of time is vital to the effectiveness of the intervention, caution should be taken to avoid student fatigue, leading to group management problems, increased problem behavior, and student frustration (Vaughn & Wanzek, 2008). The intervention should be administered by a specialist or special education teacher and be one-to-one if possible, certainly not exceeding groups of three or four (Blanks & Bursuck, 2010).

Early childhood Tier III interventions with the highest effects have emphasized both guided reading of a text matched to the student's reading level as well as explicit phonics instruction focusing on letter sound correspondences, word patterns, and the use of phonics knowledge to blend words. Once students are older, the focus should shift more towards building

fluency and word recognition, vocabulary, and comprehension (Vaughn & Wanzek, 2010). Students must be continually assessed to monitor their response to this intensive intervention, but it also must be recognized that many of these students have severe, life-long difficulties (Vaughn & Wanzek, 2010).

In order to accurately identify students who are in need of intervention and track their response to such intervention, RtI relies on the use of universal screening and consistent progress monitoring to provide concrete student data. Universal screening is the foundation of Tier I instruction, and should involve precursor measures of literacy such as phonemic awareness, letter naming fluency, concepts about print, word reading, and oral language ability to pinpoint areas of possible weakness (Barquero, Bouton, Cho, Compton, Crouch, Fuchs, Fuchs, & Gilbert, 2010). Using screeners to determine risk or nonrisk requires a determined cut-point, or benchmark. A more lenient cut point will increase the probability of identifying students at risk for reading deficiencies, but it also may result in a great number of false positives, or students who are identified as at-risk but do not really require intervention. A stricter cut point decreases the probability of these false positives, but the number of true positives, or students truly needing intervention, will likely go down as well (Barquero et al., 2010).

A commonly used point of data for universal screening and progress monitoring is that of reading fluency. Fluency has been shown to be very predictive of a student's future reading, and particularly comprehension, abilities (Denton, 2012). There are many available assessment tools for generating this data. DIBELS measures fluency based on the number of correct nonsense words a student can read in a designated amount of time. Other CBMs focus on finding a PRF number by measuring a student's speed and accuracy when reading words in a connected text (Compton, Fuchs, & Zumeta, 2012). There are also developed letter lists to determine letter

naming and sound naming fluency, as well as sight word list probes to determine a student's WIF (Compton, Fuchs, & Zumeta, 2012). There are many different approaches to universal screening, but all screeners are brief assessments that provide predictive information about a child's development with the purpose of providing early intervention support for students who are at-risk (Barquero et al., 2010).

One common question when determining the best way to screen students revolves around the number of data points that should be considered to reach an accurate decision about each student (Burns et al., 2006). There are two problems that result from this question: the use of a one-stage screener result in lower accuracy rates while a multiple-stage screening process becomes inefficient because of the administration time per child (Barquero et al., 2010). Thus, some researchers are recommending a two-stage approach to their screening. In the first stage, teachers use a standardized word list, made of either words or nonwords, to determine a fluency rate. Then, in the second stage, children who scored within the risk range would be administered a battery of tests including a running record or curriculum-based measurement of passage oral reading fluency to better resemble the actual demands of reading (Barquero et al., 2010). Another recommendation involves a one-time screening to identify students "potentially at risk" followed by a brief progress monitoring period in which students have the opportunity to respond to Tier 1 instruction, either confirming or disconfirming their risk as determined by the universal screener (Lembke, McMaster, Stecker, 2010). Both approaches recognize the unreliability of single data points and give teachers more information with which to more accurately identify students who are truly at-risk readers.

After scores from universal screening determine which students require either Tier II or Tier III intervention, weekly progress monitoring tools must be utilized in order to track the

student response to such intervention. Students' responsiveness can be interpreted in three different ways. The first way is called the final status approach, meaning that the performance is either above or below a given percentile or benchmark on a given assessment. A second way is the growth approach in which a student's response is measured by the level of growth he or she has made following an intervention. Thirdly, progress can be considered as a combination in the dual-discrepancy approach that focuses both on performance level and rate of growth (Lembke, McMaster, & Stecker, 2010). Regardless of which approach is used, the National Research Center on Learning Disabilities stresses that schools must "implement continuous progress monitoring measures to pinpoint students' specific difficulties, use the data to determine the effectiveness of an intervention, and make necessary instructional modifications" (Canges et al., 2007, p.61). This use of valid, research-based screening and progress monitoring can give teachers confidence as they flexibly move students among the three tiers.

An effective implementation of RtI leads to many significant benefits. One such benefit and stark difference between past and current models of reading instruction is that the effectiveness of a core reading program for all students is no longer taken for granted, leading to a more proactive rather than reactive approach to student achievement (Feifer, 2008; Grant, Jones, & Yssel, 2012). Then, when this research-based core reading program is shown to be ineffective for some students through the use of universal screening, data allows clarity in deciding next steps as well as in evaluating the success of given interventions (Burns et al., 2006). RtI has worked to instill a more scientific process into education that can lead to beneficial decisions about student achievement (Feifer, 2008). Former models of special education relied heavily on data produced from IQ tests, but this kind of data does not give information on how to educate that child or show a strong connection to how a student responds

to intervention (Burns & Scholin, 2012). Another significant benefit and contrast to the previous "wait-to-fail" model of special education is that struggling learners no longer have to wait to receive services until their performance has become severely discrepant from their peers (Canges et al., 2007). Rather than waiting to provide services to students identifying with a learning ability, RtI is focused on reducing the number of students ever reaching the point of being identified as having a learning disability (Johnston, 2010). Additionally, the organization of RtI allows general classroom teachers to administer many of the interventions needed by their students, building a stronger emotional and cognitive relationship between teacher and student (Amendum et al., 2010). This focus on relationship along with improved student outcomes and declining rates of special education referrals has generated a lot of positive feedback from teachers using RtI in their classrooms (Bianco, 2010). RtI recognizes the importance of helping each student achieve success in school, and it provides a systematic way to help teachers do this.

Methods

Participants

The participants of this study were twenty-four first graders in a private school in the western suburbs of Chicago. Nineteen students (79.2%) are Caucasian, three (12.4%) are African American, one (4.2%) is Asian, and one (4.2%) is Eastern European. One student has an IEP due to a diagnosed visual impairment. All students are six or seven years of age and come from middle to upper class families.

Research Design

At the end of the first quarter, first graders were given Illinois Snapshot of Early Literacy (ISEL) assessment. The data from the letter names, letter sounds, short vowel decoding, and passage accuracy sections of the assessment were used to determine Tier I, Tier II, and Tier III

students. Each student then participated in leveled, focused guided reading groups at least once a week. In addition, students in Tiers II and III participated in a thirty minute intervention twice weekly with a literacy aide. The progress of Tier II and III students was monitored biweekly and documented through progress monitoring probes of letter names, letter sounds, and nonsense word fluency provided by AIMSWeb. At the end of the second quarter, students were again given the ISEL assessment. These scores were compared from first quarter scores in order to address research questions number one. Both first quarter and second quarter ISEL scores were then compared to scores from the three preceding first grade classes to examine the comparative level of growth in order to address research question two.

Materials

The materials necessary to determine student achievement and growth include first and second quarter ISEL assessments, which are included in Appendices A and B, as well as early literacy fluency probes provided from AIMSWeb, included in Appendix C.

Guided reading group lessons were created by the researcher. See a sample set of lesson plans in Appendix D. In addition, leveled books to be utilized with guided reading groups were provided from the school, and sight word and phonics materials were created by the researcher for use with groups. The intervention used by the literacy aide for Tier II and Tier III students came from the phonics curriculum *Project Read*.

Student scores from previous years, as well as the current year, were compiled by the researcher and are displayed in Tables 1 through 4. These tables also include statistical comparisons of the mean, median, and mode of student scores.

Procedures

The design of the research is a correlational study, examining the relationship between RtI and student growth in language arts. The independent variable is the implementation of RtI in a first grade language arts block, and the dependent variable is student performance. Confounding variables include unequal samples of students due to the lack of random assignment, students' maturation, socioeconomic status of students, level of teacher experience, added resource of leveled library for 2012 and 2013, and varying levels of parental support of students.

To conduct this study, the researcher began the year forming guided reading groups based on initial observations and some reading level information provided by Fountas and Pinnell leveled benchmark passages. All students participated daily in forty five minutes of whole group language arts instruction, immediately followed by forty five minutes of independent work structured by the book, *The Daily Five,* written by Gail Boushey and Joan Moser. During this independent work time, the researcher pulled guided reading groups to a table to practice sight words, phonics skills, fluency, and comprehension skills.

After data was gathered at the end of the first quarter, the researcher formed flexible guided reading groups based on this data. In addition, students shown to be in Tier II and Tier III began being pulled out by a literacy aide twice a week for thirty minutes each time. This intervention was mainly focused on phonics and fluency, and it used the sequence of phonics skills provided by *Project Read*. The intervention group consisted of four students. These students participated in the intervention for a full nine weeks, until the end of the second quarter. They were given biweekly early literacy fluency probes to monitor progress.

At the end of the second quarter, all students were again assessed using the ISEL assessment. To answer research question one, the researcher documented and compared this data to the data gathered at the end of the first quarter. Then, to answer the second research question, the determined growth was then compared to growth documented in the previous three years during second quarter. The researcher hoped to find a strong relationship between the implementation of RtI and a significant gain in students' achievement.

Results

Research Question One

The first research question chosen by the researcher asks the following: Does an RtI framework in a first grade language arts program lead to a significant gain in each of the three tiers of learners? In order to answer this question, the researcher first had to determine which students were in need of intervention by administering the ISEL assessment to all students during the final week of October. This assessment included sections on alphabet recognition, letter sounds, sight words, short vowel decoding, and passage accuracy. Each section had predetermined cut scores to designate Tier I, Tier 2, and Tier 3 ranges, shown in the table below.

Table 1
Quarter 1 ISEL Tiered Cut Scores

	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
Tier 1	52-54	23-26	35-40	13-15	18-20
Tier 2	50-51	18-22	25-34	10-12	15-17
Tier 3	0-49	0-17	0-24	0-9	0-14

After documenting these scores, the researcher consulted the predetermined cut scores for each section. The students scoring in the Tier I range are shown in Table 2, while the students

who had multiple scores in the Tier II range are shown in Table 3. There were no Tier III scores from the Quarter 1 ISEL assessment.

Table 2
Quarter 1 ISEL Scores of Students in Tier I

Student	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
1	54	26	40	15	20
2	54	26	40	15	20
3	54	26	40	15	20
4	53	26	39	13	19
5	54	26	40	15	20
6	54	24	40	15	20
7	52	24	39	13	19
8	54	25	38	15	20
9	54	26	40	15	20
10	54	24	40	14	20
11	54	26	38	14	20
13	53	25	34	13	19
14	54	25	40	14	19
15	54	26	40	15	20
16	54	23	37	13	19
17	54	23	40	15	20
19	54	25	40	15	20
22	54	25	40	15	20
23	54	26	40	15	19
24	53	26	39	14	20

Table 3
Quarter 1 ISEL Scores of Students in Tier II

Student	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
12	51	22	34	11	16
18	52	20	32	14	15
20	51	24	27	10	20
21	53	23	36	12	17

When looking at the data, the researcher determined that Students 12, 18, 20, and 21 qualified for Tier II interventions based on two or more of their ISEL scores. While Student 13 scored in the Tier II range for knowledge of sight words, the researcher determined that since this score was only one point away from Tier I and was this student's only area not meeting Tier

I expectations, this student would not be included in the pull-out intervention, but would instead be placed "on watch."

As all students participated in flexible guided reading groups weekly, the four students determined as requiring Tier II intervention were also pulled out for thirty minute sessions, twice weekly, with a reading specialist aide. Their progress was monitored through biweekly probes provided by AIMSWeb, including probes focused on letter naming, letter sounds, and blending of nonsense words. The one minute probes administered to these students were determined by the ISEL sections in which they scored in the Tier II range. The results of these one minute fluency probes are shown in the table below. It can be noted that all students gained at least eight correct letter names or letter sounds from the first probe to the last, except for Student 12's alphabet recognition, in which the final score was only one point higher than the first.

Table 4
AIMS Web Fluency Probe Results

Student	Alphabet Recognition				Letter Sounds				Nonsense Word Fluency			
12	39	44	39	40	32	27	36	41	30	35	41	40
18					42	48	58	60	53	50	61	64
20	45	53	47	53					41	39	44	54
21									26	36	31	48

After nine weeks of intervention, all students were again screened using the second quarter ISEL assessment. The researcher administered this assessment to all students the week of January 13 to 17. Again, each section of the assessment had predetermined cut scores shown in Table 5.

Table 5
Quarter 2 ISEL Tiered Cut Scores

	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
Tier 1	53-54	24-26	75-82	16-20	47-50
Tier 2	51-52	20-23	60-74	12-15	40-46
Tier 3	0-50	0-19	0-59	0-11	0-39

The results of this assessment are shown in Tables 6, 7, and 8.

Table 6
Quarter 2 ISEL Scores of Students in Tier I

Student	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
1	54	26	82	20	50
2	54	26	82	20	50
3	54	26	82	20	50
4	54	26	82	19	50
5	54	26	82	20	50
6	54	26	82	20	50
7	54	26	82	19	49
8	54	26	81	20	50
9	54	26	82	20	50
10	54	26	82	20	50
11	54	26	82	20	50
13	54	24	79	18	47
14	54	26	82	20	50
15	54	26	82	20	50
16	54	26	79	19	48
17	54	26	82	20	50
19	54	26	82	20	50
22	54	26	81	18	50
23	54	26	82	20	50
24	54	26	82	20	50

Table 7
Quarter 2 ISEL Scores of Students in Tier II

Student	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
18	52	26	67	14	44
20	54	26	64	14	46
21	54	26	75	13	49

Table 8
Quarter 2 ISEL Scores of Students in Tier III

Student	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
12	52	22	55	15	47

Students 18, 20, and 21 produced scores in the Tier II, with Student 12 falling into the Tier III range in the Sight Word subcategory. Students 12 and 21 were able to improve their passage accuracy scores into the Tier I range, but because of other scores still remaining below the Tier I cut score, they are still considered to be included in Tier II. It should also be noted that Student 13, the student placed "on watch" because of the sight word section in Quarter 1 scored in the Tier I range for all sections of the Quarter 2 ISEL assessment.

Research Question One can then be answered by looking at the data provided in the tables. The method of RtI did enable students who originally scored in the Tier I range to make significant enough gain to maintain their status in Tier I. In the case of Student 13, RtI was effective in causing enough growth to then produce Tier I scores in all sections of the Quarter 2 ISELS.

Student 12 achieved a one-point increase in the section of Alphabet Recognition but did not demonstrate any progress in Letter Sounds. Student 12's Short Vowel Decoding remained

comparable, and the Passage Accuracy improved; however, this student went from six missed sight words in Quarter 1 to 27 missed sight words in Quarter 2.

Student 18 demonstrated a six point increase in the Letter Sounds section, achieving a Tier I status for that skill. This student had 6 incorrect sight words in Quarter 1 and 15 incorrect sight words in Quarter 2, which both score in the Tier II range. Short Vowel Decoding percentage actually decreased, while Passage Accuracy remained comparable from Quarter 1 to Quarter 2.

Student 20 improved three points in Alphabet Recognition, moving this student to Tier I for that skill. The scores in Sight Words and Short Vowel Decoding remained comparable, with a bit of a decline in Passage Accuracy.

Student 21 was able to improve the Passage Accuracy Score to be in the Tier I range for Quarter 2, but this student also demonstrated the lowest score in the Short Vowel Decoding Section.

Research Question Two

Research Question Two asks the following: Do the gains in student achievement from the implementation of RtI differ significantly from the previously used instructional program? In order to answer this question, the research created summaries of Quarter 1 and Quarter 2 ISEL scores from the 2010-2011, 2011-2012, 2012-2013, and 2013-2014 school years. These summaries are shown in Tables 9, 10, 11, and 12.

Table 9
2010-2011 ISEL Scores

	Alphabet Recognition-Q1 (54)	Alphabet Recognition-Q2 (54)	Letter Sounds-Q1 (26)	Letter Sounds-Q2 (26)	Sight Words-Q1 (40)	Sight Words-Q2 (82)	Short Vowel Decoding-Q1 (15)	Short Vowel Decoding-Q2 (20)	Passage Accuracy-Q1 (20)	Passage Accuracy-Q2 (50)
Avg. # Correct	53.86	54	24.29	25.67	37.22	79.52	14.86	18.10	19.38	49.24
Avg. % Correct	99.7%	100%	93.4%	98.7%	94.1%	97%	99.1%	90.5%	96.9%	98.5%
Mode	54	54	26	26	40	82	15	20	20	50
Median	54	54	26	26	40	81	15	19	20	50
Min	53	54	19	23	20	66	14	14	17	46
Max	54	54	26	26	40	82	15	20	20	50

Table 10
2011-2012 ISEL Scores

	Alphabet Recognition-Q1 (54)	Alphabet Recognition-Q2 (54)	Letter Sounds-Q1 (26)	Letter Sounds-Q2 (26)	Sight Words-Q1 (40)	Sight Words-Q2 (82)	Short Vowel Decoding-Q1 (15)	Short Vowel Decoding-Q2 (20)	Passage Accuracy-Q1 (20)	Passage Accuracy-Q2 (50)
Avg. # Correct	53.47	54	23.68	25.79	37.58	78.84	13.32	18.16	19	49.47
Avg. % Correct	99%	100%	91.1%	99.2%	94%	96.1%	88.8%	90.8%	95%	98.9%
Mode	54	54	25	26	40	82	15	20	20	50
Median	54	54	25	26	40	81	15	19	19	50
Min	52	54	18	23	27	64	9	13	16	46
Max	54	54	26	26	40	82	15	20	20	50

Table 11
2012-2013 ISEL Scores

	Alphabet Recognition-Q1 (54)	Alphabet Recognition-Q2 (54)	Letter Sounds-Q1 (26)	Letter Sounds-Q2 (26)	Sight Words-Q1 (40)	Sight Words-Q2 (82)	Short Vowel Decoding-Q1 (15)	Short Vowel Decoding-Q2 (20)	Passage Accuracy-Q1 (20)	Passage Accuracy-Q2 (50)
Avg. # Correct	52.57	53.30	24.52	25.74	37.35	77.13	14.17	18.43	19.26	48.39
Avg. % Correct	97.4%	98.7%	94.3%	99%	93.4%	94.1%	94.5%	92.2%	96.3%	96.8%
Mode	54	54	25	26	40	82	15	20	20	50
Median	54	54	25	26	40	82	15	20	20	50
Min	31	40	20	23	7	12	4	12	12	22
Max	54	54	26	26	40	82	15	20	20	50

Table 12
2013-2014 ISEL Scores

	Alphabet Recognition-Q1 (54)	Alphabet Recognition-Q2 (54)	Letter Sounds-Q1 (26)	Letter Sounds-Q2 (26)	Sight Words-Q1 (40)	Sight Words-Q2 (82)	Short Vowel Decoding-Q1 (15)	Short Vowel Decoding-Q2 (20)	Passage Accuracy-Q1 (20)	Passage Accuracy-Q2 (50)
Avg. # Correct	53.42	53.83	24.67	25.75	38.04	78.88	13.92	18.71	19.25	49.17
Avg. % Correct	98.9%	99.7%	94.9%	99%	95%	96.2%	92.7%	93.6%	96.3%	98.3%
Mode	54	54	25	26	40	82	15	20	20	50
Median	54	54	25	26	40	82	14.5	20	20	50
Min	51	52	20	22	27	55	10	13	15	44
Max	54	54	26	26	40	82	15	20	20	50

While examining these comparisons, the most telling piece of information is likely the average percent correct of the Quarter 2 scores, as seen in Table 13.

Table 13
Comparison of Quarter 2 Scores from 2010-2014

Year	Alphabet Recognition	Letter Sounds	Sight Words	Short Vowel Decoding	Passage Accuracy
2010-2011	100%	98.7%	97.0%	90.5%	98.5%
2011-2012	100%	99.2%	96.1%	90.8%	98.9%
2012-2013	98.7%	99.0%	94.1%	92.2%	96.8%
2013-2014	99.7%	99.0%	96.2%	93.6%	98.3%

Note Shown as average percent correct

Many of these percentages are quite comparable, being within 1% to 1.5% of each other, but what was most notable to the researcher was demonstrated in the Short Vowel Decoding Section. While the second quarter average percent correct numbers were comparable, it can be seen that both in 2010-2011 and 2012-2013, the Short Vowel Decoding correct percentages declined from Quarter 1 to Quarter 2. However, a 0.9% increase is shown in the data from the current year of students. As much of the Tier II intervention was focused on short vowel phonics,

this increase in average percent correct could be attributed to such intervention. While RtI did not seem to produce significantly different results from previous years, it was successful in either maintaining or increasing the percent correct in each section of the ISEL assessment from Quarter 1 to Quarter 2.

Discussion

Overview of the Study

The purpose of this study was to answer this question: Is RtI an improved instructional format of intervention in a first grade language arts classroom? In order to answer this question, the research implemented interventions based on an RtI framework in a first grade classroom during the second quarter of the 2013-2014 school year. The tiered intervention was determined based on scores obtained from the Quarter 1 ISEL assessment, and progress was examined by then comparing those scores to the data collected from the Quarter 2 ISEL assessment. In addition, students who participated in Tier II intervention were progress monitored by the use of one minute letter recognition, letter sound, and nonsense word fluency probes provided by AIMSWeb.

Summary of Findings

The Quarter 1 ISEL scores initially flagged Students 12, 18, 20, and 21 as requiring Tier II intervention. These students participated in nine weeks of intervention, participating in leveled guided reading groups, but also being pulled out of the classroom twice a week for thirty minutes at a time. All of the students who scored in Tier I for all of the sections of the assessment maintained Tier I scores at the end of the second quarter.

When looking at the progress made from Students 12, 18, 20, and 21, it may seem as though RtI was not effective in helping them make sufficient gain. However, while these

students were not able to produce Tier I scores in all sections of the ISELS, there was progress demonstrated. Student 12 and Student 18 both made a two point gain in Alphabet Recognition. Student 20 made a six point gain in Letter Sounds, moving her to Tier I in that section. Additionally, both Students 12 and 21 were able to score in the Tier I range for Passage Accuracy. While Student 21 demonstrated the class' lowest score in Short Vowel Decoding, but was able to improve Passage Accuracy, this may demonstrate more of a reliance on context for this student and is something to consider when planning for future interventions.

Since all four of the students receiving Tier II intervention during the second quarter still demonstrated scores in the Tier II range for at least some of the sections of the ISELS, they should continue to receive such intervention for the next nine weeks. Because of limited progress made by Student 12 in Alphabet Recognition, Letter Sounds, and Sight Words, this student could be considered for a more intensive, Tier III intervention as well.

Recommendations

Based on the given data, the research would recommend the use of RtI in a first grade language arts program. While a single nine-week session of intervention did not produce significant improvements in all students, it did serve to support the students who indeed did show a gap in performance from their peers. The method of designating students to tiers provided an accurate designation of students needing support, and it provided the teacher with continual information on the progress of these students. While the ISEL scores did not necessarily show significant improvement from other years, the researcher was more confident in these scores and was not surprised by any of the results. When a teacher is responsible for the growth of many young children, this ability to more concretely monitor the progress of particular students is greatly beneficial both in meeting current needs as well as planning for future interventions.

Limitations of the Study

While the researcher took great care to plan and implement this action research, there were some factors that could have affected the findings. The data that served as the base of this study was from a single classroom with a fairly homogenous population. In order to better apply the findings, more research should be done in other first grade classrooms in the same school, in other schools in the area, and in other schools out of the area.

Also, due to a school schedule, with some shortened weeks and other unexpected events that took away from class time, the four Tier II students did not get pulled out twice every week of the nine-week intervention session. In addition, there was an extended break for both Thanksgiving and Christmas that may have hindered the progress made by students.

In addition, while the intervention was effective in addressing letter names, letter sounds, and blending, it did not do much to address sight word knowledge. This could have been responsible for the lack of improvement in most of the Tier II students' sight word knowledge. While the other skills may prove to be more beneficial for a beginning, struggling reader, this should be addressed if sight words are to be part of the assessment in which students are determined as needing support.

Lastly, while the AIMSWeb probes were helpful in monitoring students' progress and improving their fluency, they did not necessarily produce more accurate responses. For example, if a student continually reverses "b" and "d," they could still improve an AIMSWeb fluency score if they accurately call other letters at a quicker pace. However, they may still then score a 52 rather than a 54 in Alphabet Recognition as part of the ISEL assessment. The researcher believes that the AIMSWeb probes are a worthwhile progress monitoring tool, but this limitation should be recognized.

When considering future research on the topic of RtI, there are many areas to consider. A researcher may focus efforts on researching the most effective assessment tools to use within an RtI framework, both for screening as well as for progress monitoring. More research could be done on quality and comprehensive interventions as well as on the most effective intervention group settings. Additionally, research could be done on whether Tier II and Tier III intervention is better served in a push-in format rather than a pull-out format. Response to Intervention has been shown to be a clear way of recognizing and addressing student need, and more research will continue to help teachers do those very things for each one of their students.

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Appendices

Appendix A
First Quarter ISEL Assessment

First Grade Assessment

Summary Score Sheet
First Quarter

Student: _____

Date: _____

SNAPSHOTS	*Highest score*		*Student score*	
Alphabet Recognition	54			
Letter Sounds	26			
Phonemic Awareness	10			
Developmental Spelling	27			
BRI Reading Passage *The Cat*	Word recognition/ Comprehension		Word recognition/ Comprehension	
	20	5		
Word Recognition	40			
Short Vowel Decoding	15			

Notes:

Version 2A
Snapshot 1

ALPHABET RECOGNITION: Upper and Lower Case

MATERIALS	This scoresheet Pages 1 and 2 in ISEL-K/1 Version 2, Form A, Fall Administration Booklet
DO and SAY	***"Say the name of each letter. If you don't know a letter, we'll skip it and go on."*** Teacher points to each letter.
MARK	Incorrect response ..... Record incorrect response (including reversals) above letter. No response or "I don't know"..... Circle omitted letter. Self-corrections..... Place (sc) above self-corrected letter.

RECORD

OPTION:
If student misses ***ALL*** letters in top row (but only if ALL 6 in 1st row), you may:

1. Discontinue Upper Case.
2. Begin Lower Case.

O	***B***	***A***	***X***	***C***	***Z***
S	E	P	L	T	M
F	W	K	R	D	I
Y	Q	H	G	N	J
U	V				

RECORD

OPTION:
If student misses ***ALL*** letters in top row (but only if ALL 6 in 1st row), you may:

1. Discontinue Lower Case.
2. Begin Snapshot 2.

o	***c***	***x***	***s***	***z***	***i***
e	w	p	m	k	r
y	t	a	v	j	f
u	a	n	h	b	g
d	l	q	g		

SCORE Score 1 point for each correct letter. Self-corrections are correct. Reversals are not correct.

Comments/Observations:

ALPHABET RECOGNITION: Upper Case ___/26___ Lower Case ___/28___ ___/54___

7/15/04

Version 2A
Snapshot 5

LETTER SOUNDS

MATERIALS

This scoresheet
Page 7 in ISEL-K/1 Version 2, Form A, Fall Administration Booklet

DO and SAY

"You told me the names of the letters. Now tell me the sound you make when you see each letter. Not the name…just the sound. If you don't know the sound for a letter, we'll skip it and go on. Here's how I do it." Teacher points to M in Administration Booklet and says, ***"When I see this letter, I say, /mmm/."***

- After giving example with M, say, ***"Now I want you to make sounds for some other letters."***
- If student says letter *name* say, ***"That's the name. Do you know the sound?"***
- If student says a *word* that begins with the sound, say, ***"Can you make the sound for this letter?"***
- If student gives the *long* sound for a vowel (like the /a/ sound in CAPE), say ***"Do you know another sound for this letter?"*** Give credit only if student makes a *short* vowel sound (like the /a/ sound in CAP).
- If student gives the *soft* sound for C (like the /s/ sound in CITY), say ***"Do you know another sound for this letter?"*** Give credit only if student makes the *hard* sound for C (like the /c/ sound in CUT).
- If student gives the *soft sound* for G (like the /j/ sound in GYM), say, ***"Do you know another sound for this letter?"*** Give credit only if student makes the *hard* sound for G (like the /g/ sound in GOT).

MARK

Incorrect response..... Record incorrect response above letter.
No response or "I don't know"..... Circle omitted letter.
Self-correction..... Place (sc) above self-corrected letter.
Student says letter name before giving sound (e.g., "b" /b/)..... Response is considered correct.
Student attaches an /uh/ sound after consonant (e.g., /buh/ for /b/)..... Response is considered correct.

RECORD

OPTION:
If student misses *ALL* letters in top row (but only if ALL 6 in 1st row), you may:

1. Discontinue Snapshot 5.
2. Begin Snapshot 6.

Consonant Sounds	*B*	*S*	*P*	*T*	*K*	*Z*
	D	F	C	V	J	G
	L	N	R	H	W	Y
Short Vowel & Digraph Sounds	a	o	e	i	u	
	sh	th	ch			

SCORE

Score 1 point for every correct sound. Count self-corrections as correct.

Comments/Observations

LETTER SOUNDS ____ /26

7/15/04

Version 2A
Snapshot 3

PHONEMIC AWARENESS: Initial Consonant

MATERIALS

This Scoresheet
Page 3 in ISEL-K/1 Version 2, Form A, Fall Administration Booklet

DO and SAY

"Let's find pictures that start with the same sound. I'll do the first two."

For Examples A and B only, say (pictures A & B are identified by dotted lines in Administration Booklet):

EXAMPLE A

[1] ***"Which of these pictures starts like MOON?"***
[2] ***"COMB—CHAIR—MILK."***
[3] ***"MILK starts like MOON."***
[4] ***"MMMILK—MMMOON."***

EXAMPLE B

[1] ***"Which one starts like FISH?"***
[2] ***"SAW—FIRE—CAR."***
[3] ***"FIRE starts like FISH."***
[4] ***"FFFIRE—FFFISH."***

For questions 1-10, say (pictures identified by solid lines in Administration Booklet):

1. ***"Which of these pictures starts like…"***
2. Point to all 3 pictures while saying each name clearly.
3. Do not emphasize beginning sounds, or identify matching pair, or repeat student's answer.

If student tries to say the picture names before teacher, say, ***"Let me say the picture names."***
If student tries to answer before *all* three pictures are named, say, ***"Wait until I name them all."***

MARK

Circle student responses. Correct responses are capitalized and bolded.

RECORD

*1. "Which one starts like **SIDE**?"*	ring	jeep	**SUN**
*2. "Which one starts like **MAIL**?"*	foot	**MOP**	bat
*3. "Which one starts like **SHINE**?"*	**SHOE**	chair	doll
*4. "Which one starts like **JET**?"*	shell	**JAM**	bike
*5. "Which one starts like **FEET**?"*	mask	**FAN**	door
*6. "Which one starts like **LAMP**?"*	**LEAF**	moon	cake
*7. "Which one starts like **ROAD**?"*	fence	bell	**RAKE**
*8. "Which one starts like **CAN**?"*	star	flag	**CUP**
*9. "Which one starts like **BACK**?"*	**BIRD**	fish	shirt
*10. "Which one starts like **PAN**?"*	nose	**PIG**	lamp

SCORE

Score 1 point for each correct answer.

Comments/Observations:

PHONEMIC AWARENESS: Initial Consonant _____ /10

7/15/04

WORD RECOGNITION – First Quarter 2011/12

DO AND SAY: **"Let's see if you can read any of these words. I'll point and you read."**
If prompts are needed, say, **"What's this one?"** or **"How about this one?"** or **"Try it."**

MARK:
Correct Response.....Plus (+) next to word
Incorrect Response.....Dash (-) next to word
Optional: Record attempt or incorrect response
No Response or "I don't know"..... **dk** next to word
Self corrections..... **se** next word

RECORD
If a student misses 6 words in *direct order* (either all within one column or at the end of one column through the top of the next column) you may discontinue giving the word list.

1. I _____	17. for _____	33. here _____
2. to _____	18. have _____	34. who _____
3. like _____	19. he _____	35. friend _____
4. a _____	20. look _____	36. full _____
5. see _____	21. too _____	37. good _____
6. the _____	22. what _____	38. hold _____
7. is _____	23. do _____	39. many _____
8. are _____	24. find _____	40. pull _____
9. we _____	25. funny _____	
10. go _____	26. sing _____	
11. and _____	27. no _____	
12. be _____	28. they _____	
13. help _____	29. all _____	
14. play _____	30. me _____	WORD RECOGNITION _____/40
15. with _____	31. does _____	
16. you _____	32. my _____	

TCS Revised October 20, 2011
WORD RECOGNITION for First Quarter of 1st grade

SHORT VOWEL DECODING – First Quarter 2010/11

DO AND SAY: **"Let's see if you can read any of these words. I'll point and you read."**
If prompts are needed, say, **"What's this one?"** or **"How about this one?"** or "Try it."

MARK:
- Correct Response..... Plus (+) next to word
- Incorrect Response..... Dash (-) next to word
  Optional: Record attempt or incorrect response
- No Response or "I don't know"..... **dk** next to word
- Self corrections..... **sc** next word

1. gas _____
2. him _____
3. kid _____
4. pal _____
5. cap _____
6. sit _____
7. van _____
8. can _____
9. sick _____
10. pack _____
11. fix _____
12. kick _____
13. cat _____
14. kit _____
15. kiss _____

WORD RECOGNITION _____/15

SCORE Score 1 point for each correctly identified word and count self-corrections as correct.
Words **laboriously decoded** are **NOT** counted as correct.

TCS Revised October 14, 2010
SHORT VOWEL DECODING First Quarter of 1st Grade

Pre-Primer Passages

Student Booklet copy is on page 115.

ZZZ (Pre-Primer 1) Activating Background: Look at the picture and read the title to yourself. Then tell me what you think this story will be about.

Background: Low ⟵——⟶ High

The Cat		MISCUES							
		Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)
Pat has a cat.	4							
The cat is big.	8							
The cat is black.	12							
Pat pets the cat.	16							
The cat likes Pat.	20							
TOTAL								

Total Miscues ☐ Significant Miscues ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0	Independent	0
1	Independent	1
2	Instructional	1
3	Instructional	2
4+	Frustration	3+

Oral Reading Rate	Norm Group Percentile
WPM ÷200	☐90 ☐75 ☐50 ☐25 ☐10

ZZZ (Pre-Primer 1)
Comprehension Questions

T 1. What is this story mostly about?
(a cat)

F 2. Who pets the cat?
(Pat)

F 3. What color is the cat?
(black)

E 4. What might Pat feed the cat?
(any logical response; cat food; scraps)

I 5. Why do you think the cat likes Pat?
(any logical response; Pat feeds it)

Retelling Notes

☐ Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0	Independent
[illegible]	[illegible]
1½	Instructional
[illegible]	[illegible]
2½+	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

Qualitative Analysis of Word Identification and Comprehension
(1 = not evident; 5 = very evident)

Word Identification		Comprehension	
Uses graphophonic information	1 2 3 4 5	Makes predictions	1 2 3 4 5
Uses semantic information	1 2 3 4 5	Seeks to construct meaning	1 2 3 4 5
Uses syntactic information	1 2 3 4 5	Understands topic and major ideas	1 2 3 4 5
Knows basic sight words automatically	1 2 3 4 5	Remembers facts or details	1 2 3 4 5
Possesses sight vocabulary	1 2 3 4 5	Evaluates ideas from passages	1 2 3 4 5
Possesses numerous strategies	1 2 3 4 5	Makes and supports appropriate inferences	1 2 3 4 5
Uses strategies flexibly	1 2 3 4 5	Engagement with passage	1 2 3 4 5

Important Note: If the scoring guides are used, teacher judgment is especially important because of the length of the passage and the limited number of questions. Retelling may be particularly useful at this level.

390

Version 2A
Snapshot 6

DEVELOPMENTAL SPELLING

MATERIALS
This scoresheet
Back page of this packet and a pencil (for student use)

DO and SAY
"We're going to write some words. I'll go first. The word is 'MAT.' What letter should I write first?"
If student does not quickly provide a letter, say, ***"I hear an M."*** Write the letter M.
Then say, ***"Do you hear anything else?"*** Supply letters if student does not say remaining letter names.
Repeat process for **LIP**. Do not skip this 2nd exemplar.
Clearly pronounce each of 6 spelling words to student, but do not stretch out or pronounce words slowly.
To determine if student has finished spelling, say, ***"Let me know when you're ready for the next word."***

MARK
Reproduce student's attempts in **STUDENT'S SPELLING** column. See **SCORE** (below) for additional directions.

RECORD

OPTION:
If student does not *at least* produce letter-like symbols for the first 2 words, you may:

1. Discontinue Snapshot 6.
2. Proceed to Snapshot 7.

	STUDENT'S SPELLING	CORRECT & ACCEPTABLE LETTERS				LETTER POINTS	BONUS POINT (Correctly Spelled)	TOTAL POINTS
1. back		b p	a	ck c k g		(3)	(1)	(4)
2. mail		m	ai a ay	l le o		(3)	Award Bonus Point for MAIL or MALE (1)	(4)
3. step		s c	t d	e a	p b	(4)	(1)	(5)
4. junk		j g	u o	n	k c ck g	(4)	(1)	(5)
5. peeked		p b	ee ea e	k c g ck	ed t d	(4)	Award Bonus Point for PEEKED or PEAKED (1)	(5)
6. chin		ch h sh t c j g	i e	n		(3)	(1)	(4)

SCORE
Before scoring, refer to Teacher's Guide for additional assistance and examples.

1. Circle 1st consonant. Discontinue scoring a word if 1st consonant *IS NOT* represented by a letter listed for that word under 1st column of **CORRECT & ACCEPTABLE LETTERS**. If 1st consonant is not represented, the word is given 0 points (e.g., if student writes AC for **BACK**, the score for that word is 0).
2. If first sound *IS* represented under **CORRECT & ACCEPTABLE LETTERS**, circle it and all subsequent letters *if they occur in the same order from left to right* as listed in columns under **CORRECT & ACCEPTABLE LETTERS** (e.g., for **STEP, SPT** receives 2 points). Ignore inserted letters (e.g., for **STEP, SOCP** receives 2 points).
3. For each word, count the number of columns that contain a circled letter. *Give only one point per column* (i.e., a column with 2 circled letters earns only one point.) For example, with **JUNK, JUQK** receives only 3 points because the U and the O are circled in the same column). Enter the number of circled columns in **LETTER POINTS**.
4. Award one additional point under **BONUS POINT** for any word that is *correctly* spelled.
5. For each word, add number of **LETTER POINTS** plus **BONUS POINT** (if earned) for each word and enter total under **TOTAL POINTS** for that word. Add **TOTAL POINTS** column for a total score.

Comments/Observations:

Developmental Spelling 27

7/15/04

Appendix B
Second Quarter ISEL Assessment

First Grade Assessment

Summary Score sheet
Second Quarter

Student: _____

SNAPSHOTS	*Highest score*		*Student score*	
Developmental Spelling	27			
BRI Reading Passage *The Birds*	Word recognition/ 50	Comprehension 5	Word recognition/	Comprehension
Sight Words	82			
Decoding	20			

Notes:

Revised
J. Gort 1/4/11

Version 2A
Snapshot 1

ALPHABET RECOGNITION: Upper and Lower Case

MATERIALS	This scoresheet Pages 1 and 2 in ISEL-K/1 Version 2, Form A, Fall Administration Booklet
DO and SAY	***"Say the name of each letter. If you don't know a letter, we'll skip it and go on."*** Teacher points to each letter.
MARK	Incorrect response ..... Record incorrect response (including reversals) above letter. No response or "I don't know"..... Circle omitted letter. Self-corrections..... Place (sc) above self-corrected letter.

RECORD

OPTION:
If student misses ***ALL*** letters in top row (but only if ALL 6 in 1st row), you may:

1. Discontinue Upper Case.
2. Begin Lower Case.

O	***B***	***A***	***X***	***C***	***Z***
S	E	P	L	T	M
F	W	K	R	D	I
Y	Q	H	G	N	J
U	V				

RECORD

OPTION:
If student misses ***ALL*** letters in top row (but only if ALL 6 in 1st row), you may:

1. Discontinue Lower Case.
2. Begin Snapshot 2.

o	***c***	***x***	***s***	***z***	***i***
e	w	p	m	k	r
y	t	a	v	j	f
u	a	n	h	b	g
d	l	q	g		

SCORE Score 1 point for each correct letter. Self-corrections are correct. Reversals are not correct.

Comments/Observations:

ALPHABET RECOGNITION: Upper Case ___/26 Lower Case ___/28 ___/54

7/15/04

Version 2A
Snapshot 5

LETTER SOUNDS

MATERIALS

This scoresheet
Page 7 in ISEL-K/1 Version 2, Form A, Fall Administration Booklet

DO and SAY

"You told me the names of the letters. Now tell me the sound you make when you see each letter. Not the name…just the sound. If you don't know the sound for a letter, we'll skip it and go on. Here's how I do it." Teacher points to M in Administration Booklet and says, ***"When I see this letter, I say, /mmm/."***

- After giving example with M, say, ***"Now I want you to make sounds for some other letters."***
- If student says letter *name* say, ***"That's the name. Do you know the sound?"***
- If student says a *word* that begins with the sound, say, ***"Can you make the sound for this letter?"***
- If student gives the long sound for a vowel (like the /a/ sound in CAPE), say ***"Do you know another sound for this letter?"*** Give credit only if student makes a *short* vowel sound (like the /a/ sound in CAP).
- If student gives the *soft* sound for C (like the /s/ sound in CITY), say ***"Do you know another sound for this letter?"*** Give credit only if student makes the *hard* sound for C (like the /c/ sound in CUT).
- If student gives the *soft sound* for G (like the /j/ sound in GYM), say, ***"Do you know another sound for this letter?"*** Give credit only if student makes the *hard* sound for G (like the /g/ sound in GOT).

MARK

Incorrect response	Record incorrect response above letter.
No response or "I don't know"	Circle omitted letter.
Self-correction	Place (sc) above self-corrected letter.
Student says letter name before giving sound (e.g., "b" /b/)	Response is considered correct.
Student attaches an /uh/ sound after consonant (e.g., /buh/ for /b/)	Response is considered correct.

RECORD

OPTION:
If student misses ALL letters in top row (but only if ALL 6 in 1st row), you may:

1. Discontinue Snapshot 5.
2. Begin Snapshot 6.

Consonant Sounds	***B***	***S***	***P***	***T***	***K***	***Z***
	D	F	C	V	J	G
	L	N	R	H	W	Y
Short Vowel & Digraph Sounds	a	o	e	i	u	
	sh	th	ch			

SCORE

Score 1 point for every correct sound. Count self-corrections as correct.

Comments/Observations

LETTER SOUNDS _____ /26

7/15/04

If a student misses 6 words in *direct order* (either all within one column or at the end of one column through the top of the next column) you may discontinue giving the word list.

First Grade Sight Words
Second Quarter Assessment

I _____	You _____	does _____
To _____	For _____	my _____
Like _____	have _____	here _____
A _____	he _____	who _____
See _____	look _____	friend _____
The _____	too _____	full _____
Is _____	what _____	good _____
Are _____	do _____	hold _____
We _____	find _____	many _____
Go _____	funny _____	pull _____
And _____	sing _____	away _____
Be _____	no _____	call _____
Help _____	they _____	come _____
Play _____	all _____	every _____
With _____	me _____	hear _____

Revised: 1/4/11
J. Gort

If a student misses 6 words in *direct order* (either all within one column or at the end of one column through the top of the next column) you may discontinue giving the word list.

said _____	was _____	out _____
animal _____	write _____	own _____
how _____	eat _____	very _____
make _____	give _____	
of _____	one _____	
some _____	put _____	
why _____	small _____	
her _____	take _____	
now _____	cold _____	
our _____	little _____	
she _____	live _____	
today _____	there _____	
would _____	water _____	
could _____	where _____	
should _____	been _____	
after _____	know _____	
read _____	never _____	

Revised: 1/4/11
J. Gort

SHORT VOWEL DECODING – 2nd Quarter 2010/11

DO AND SAY: **"Let's see if you can read any of these words. I'll point and you read."**
If prompts are needed, say, **"What's this one?"** or **"How about this one?"** or **"Try it."**

MARK:
Correct Response.....Plus (+) next to word
Incorrect Response.....Dash (-) next to word
Optional: Record attempt or incorrect response
No Response or "I don't know"..... **dk** next to word
Self corrections..... **sc** next word

1. bonk _____
2. hot _____
3. sad _____
4. job _____
5. fish _____
6. red _____
7. top _____
8. yes _____
9. deck _____
10. thank _____
11. cat _____
12. man _____
13. pal _____
14. bam _____
15. chick _____
16. pig _____
17. bang _____
18. quit _____
19. leg _____
20. whip _____

WORD RECOGNITION _____/20

SCORE Score 1 point for each correctly identified word and count self-corrections as correct.
Words **laboriously decoded** are **NOT** counted as correct.

TCS Revised January 04, 2011
SHORT VOWEL DECODING 2nd Quarter 1st grade

Student Booklet copy is on page 31.

BB (Pre-Primer 2) Activating Background: Look at the picture and read the title to yourself. Then tell me what you think will happen.

Background: Low ⊢——+——⊣ High

Birds

		MISCUES						
		Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)
I can look for birds. I look up in	9							
a tree. I see a big bird. It is brown.	19							
I see a baby bird. It is little. It is	29							
brown too.	31							
The big bird can fly. The baby	38							
bird can not fly. It is little. I like to	48							
see birds.	50							
	TOTAL							

Total Miscues ☐ Significant Miscues ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0	Independent	0
1–2	Ind./Inst.	1
3	Instructional	2
4	Inst./Frust.	3
5+	Frustration	4+

Oral Reading Rate	Norm Group Percentile
WPM	☐ 90 ☐ 75 ☐ 50 ☐ 25 ☐ 10
3000	

207

BB (Pre-Primer 2)
Comprehension Questions

F 1. ____ Where did the person in the story look for the birds?
(in a tree)

F 2. ____ What kinds of birds did the person see?
(big bird; baby bird; brown; little bird [any 2])

E 3. ____ Besides being too little, why do you think the baby bird could not fly?
(any logical response)

I 4. ____ Why do you think the person looked up in a tree to find birds?
(any logical response; birds live there)

V 5. ____ What does "little" mean?
(small; tiny; baby)

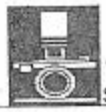
Retelling Notes

☐ Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0	Independent
1	Inst./Indep.
1½	Instructional
2	Inst./Frust.
2½ +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

208



Version 2A
Snapshot 6

DEVELOPMENTAL SPELLING

MATERIALS
This scoresheet
Back page of this packet and a pencil (for student use)

DO and SAY
"We're going to write some words. I'll go first. The word is 'MAT.' What letter should I write first?"
If student does not quickly provide a letter, say, *"I hear an M."* Write the letter M.
Then say, *"Do you hear anything else?"* Supply letters if student does not say remaining letter names.
Repeat process for LIP. Do not skip this 2nd exemplar.
Clearly pronounce each of 6 spelling words to student, but do not stretch out or pronounce words slowly.
To determine if student has finished spelling, say, *"Let me know when you're ready for the next word."*

MARK
Reproduce student's attempts in STUDENT'S SPELLING column. See SCORE (below) for additional directions.

RECORD

OPTION:
If student does not *at least* produce letter-like symbols for the first 2 words, you may:

1. Discontinue Snapshot 6.
2. Proceed to Snapshot 7.

	STUDENT'S SPELLING	CORRECT & ACCEPTABLE LETTERS	LETTER POINTS	BONUS POINT (Correctly Spelled)	TOTAL POINTS
1. back		b p | a | ck c k g	(3)	(1)	(4)
2. mail		m | ai a ay | l le o	(3)	Award Bonus Point for MAIL or MALE (1)	(4)
3. step		s c | t d | e a | p b	(4)	(1)	(5)
4. junk		j g | u o | n | k c ck g	(4)	(1)	(5)
5. peeked		p b | ee ea e | k c g ck | ed t d	(4)	Award Bonus Point for PEEKED or PEAKED (1)	(5)
6. chin		ch h sh t c j g | i e | n	(3)	(1)	(4)

SCORE
Before scoring, refer to Teacher's Guide for additional assistance and examples.

1. Circle 1st consonant. Discontinue scoring a word if 1st consonant *IS NOT* represented by a letter listed for that word under 1st column of CORRECT & ACCEPTABLE LETTERS. If 1st consonant is not represented, the word is given 0 points (e.g., if student writes AC for BACK, the score for that word is 0).
2. If first sound *IS* represented under CORRECT & ACCEPTABLE LETTERS, circle it and all subsequent letters *if they occur in the same order from left to right* as listed in columns under CORRECT & ACCEPTABLE LETTERS (e.g., for STEP, SPT receives 2 points). Ignore inserted letters (e.g., for STEP, SOCP receives 2 points).
3. For each word, count the number of columns that contain a circled letter. *Give only one point per column* (i.e., a column with 2 circled letters earns only one point.) For example, with JUNK, JUOK receives only 3 points because the U and the O are circled in the same column). Enter the number of circled columns in LETTER POINTS.
4. Award one additional point under BONUS POINT for any word that is *correctly* spelled.
5. For each word, add number of LETTER POINTS plus BONUS POINT (if earned) for each word and enter total under TOTAL POINTS for that word. Add TOTAL POINTS column for a total score.

Comments/Observations:

Appendix C
AIMSWeb Fluency Progress Monitoring Probes

AIMSweb® Letter Naming Fluency - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

u o L P K b E j H h / 10 (10)

S c a U I K T N L Y / 10 (20)

k B H Y M g o Q p W / 10 (30)

U W u Q O s A n P i / 10 (40)

G o n Z I c L X U i / 10 (50)

m E d I j Y p G v B / 10 (60)

P c r H K x M i O W / 10 (70)

W A N x k I a u Q d / 10 (80)

z N X M L e g I C p / 10 (90)

A F k j H U z s I L / 10 (100)

/

AIMSweb® Letter Naming Fluency - Progress Monitor Assessment #5

Given To: _____ Given By: _____ Date: _____

e v o P E p N U V s / 10 (10)

R N I H h r O q D w / 10 (20)

G x g B q v J d j X / 10 (30)

D k s M Z K c r i L / 10 (40)

c J F Z q C W I Y U / 10 (50)

d r c h R L E M K n / 10 (60)

m R x E s P t r p j / 10 (70)

F m R B i S I L f Y / 10 (80)

Z M a K F i x r n t / 10 (90)

i y Z E g u A e C N / 10 (100)

1

AIMSweb® Letter Naming Fluency - Progress Monitor Assessment #6

Given To: _____ Given By: _____ Date: _____

A l h U w Q V W P v / 10 (10)

j X R J W y T E N M / 10 (20)

b l T p R X O w N v / 10 (30)

T b h O y c s Z U P / 10 (40)

l q J T Z d x h K k / 10 (50)

n h V P Z G U J e K / 10 (60)

N z U e M a E f O k / 10 (70)

h t s K l c j G m l / 10 (80)

z Q Z s J q m b v P / 10 (90)

r f i b H Q C x d c / 10 (100)

___/___

AIMSweb® Letter Naming Fluency - Progress Monitor Assessment #7

Given To: _____ Given By: _____ Date: _____

F N c I R U o p d O / 10 (10)

C A w G z L y k Q U / 10 (20)

p t D o I V L n R k / 10 (30)

u i K D F p c P N X / 10 (40)

K J a k Q q j z I I / 10 (50)

a v k T y G R u i Q / 10 (60)

j T u E Q B b q y k / 10 (70)

Q m G f C j e N h k / 10 (80)

a U T B k u S R g n / 10 (90)

R A e O D G B K g s / 10 (100)

____/____

AIMSweb® Letter Sound Fluency - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

a y m p n e v b f c	/ 10 (10)
z r u g c b e l k p	/ 10 (20)
g k j y n d p t h f	/ 10 (30)
j u b g m a t e z f	/ 10 (40)
z b i u n e g m f r	/ 10 (50)
k s z y d o g p u h	/ 10 (60)
w i p j o g n b a k	/ 10 (70)
m j c r g i h v a p	/ 10 (80)
k u v o a c t h n j	/ 10 (90)
u s t g j e n v l o	/ 10 (100)

____/____

AIMSweb® Letter Sound Fluency - Progress Monitor Assessment #5

Given To: _____ Given By: _____ Date: _____

m w d o v j t l h e	/ 10 (10)
z e o s d a l c b u	/ 10 (20)
a y u d b t k h e g	/ 10 (30)
b e r y v g s m j a	/ 10 (40)
n v e h s g d i j w	/ 10 (50)
a v e p j f z d b t	/ 10 (60)
p k t b u o h d j f	/ 10 (70)
c e w b t k i p j z	/ 10 (80)
o h i z t s y k a m	/ 10 (90)
m r b s t k z e v h	/ 10 (100)

/

AIMSweb® Letter Sound Fluency - Progress Monitor Assessment #6

Given To: _____ Given By: _____ Date: _____

a d e g t o p w y c / 10 (10)

z u i l j o k t b c / 10 (20)

s n r i t v z k p o / 10 (30)

h b l e z t j n p m / 10 (40)

a d s j f i b r n e / 10 (50)

s c m w y e l h z j / 10 (60)

d m t l z g s c f r / 10 (70)

g f y e h d n m v r / 10 (80)

b t j s y z d w m e / 10 (90)

z d g e f s r w o v / 10 (100)

/

AIMSweb® Letter Sound Fluency - Progress Monitor Assessment #7

Given To: _____ Given By: _____ Date: _____

d j f i a b t r o k	/ 10 (10)
b c z n e y h g r t	/ 10 (20)
s l k g n i j d h p	/ 10 (30)
i m o n p k f e s v	/ 10 (40)
e v y l i c s g o u	/ 10 (50)
w k v t u h n a y c	/ 10 (60)
n b a p y c d j h k	/ 10 (70)
z m n e a t l o b y	/ 10 (80)
j t p n c h l i m b	/ 10 (90)
n o t s w b h z f d	/ 10 (100)

_____ /

AIMSweb® Nonsense Word Fluency - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

noj	vez	ruz	biv	yep	/ 15 (15)
nof	lal	jon	duv	luk	/ 15 (30)
sij	yuc	mod	lef	hus	/ 15 (45)
mij	vis	kuj	jep	miz	/ 15 (60)
wip	pez	fik	vug	az	/ 14 (74)
non	kat	jik	pas	joz	/ 15 (89)
nik	ret	od	lic	dop	/ 14 (103)
kos	muv	jid	sus	tos	/ 15 (118)
zuc	laf	het	kuc	yub	/ 15 (133)
woj	fos	og	rev	wij	/ 14 (147)
wef	jof	yug	iz	fav	/ 14 (161)
muz	nav	mac	vuz	bik	/ 15 (176)
tud	veb	pep	wal	sid	/ 15 (191)
suz	mav	hij	yob	nov	/ 15 (206)
vom	yec	ic	hej	hon	/ 14 (220)

_____ /

AIMSweb® Nonsense Word Fluency - Progress Monitor Assessment #5

Given To: _____ Given By: _____ Date: _____

kej	tuj	lom	sul	kuf	/ 15 (15)
mab	lus	vaf	lik	suv	/ 15 (30)
tam	rik	vug	raj	kol	/ 15 (45)
kal	zof	med	kip	fif	/ 15 (60)
vav	oc	zej	beb	mos	/ 14 (74)
fis	vok	haj	pek	bol	/ 15 (89)
yif	um	lim	jok	fek	/ 14 (103)
yug	vis	ip	zod	mag	/ 14 (117)
ris	vef	yik	wuv	vec	/ 15 (132)
bek	zos	sut	nof	sus	/ 15 (147)
nom	dec	tup	bap	uc	/ 14 (161)
dib	dul	mac	hiv	yoc	/ 15 (176)
mok	fak	yul	lak	ag	/ 14 (190)
zij	hij	leb	vuc	wut	/ 15 (205)
mig	res	kaj	wol	faj	/ 15 (220)

/

AIMSweb® Nonsense Word Fluency - Progress Monitor Assessment #6

Given To: _____ Given By: _____ Date: _____

yit	yem	pej	taj	siz	/ 15 (15)
vis	hak	yif	bef	bal	/ 15 (30)
jek	rud	mam	teg	buv	/ 15 (45)
boj	tic	dil	ben	fij	/ 15 (60)
lov	koz	jup	ses	det	/ 15 (75)
al	yac	yic	un	dev	/ 13 (88)
zuf	fof	hul	zak	wem	/ 15 (103)
yon	mip	ip	nof	mol	/ 14 (117)
nid	fik	id	lat	kig	/ 14 (131)
rov	lef	baf	vak	reg	/ 15 (146)
dit	pik	veb	yec	lac	/ 15 (161)
ul	tiv	hib	tuf	vel	/ 14 (175)
dec	zul	zut	mag	tuj	/ 15 (190)
fop	keb	tef	wot	vac	/ 15 (205)
dos	kug	rok	tol	nej	/ 15 (220)

/

AIMSweb® Nonsense Word Fluency - Progress Monitor Assessment #7

Given To: _____ Given By: _____ Date: _____

yep	naf	tif	diz	bov	/ 15 (15)
riv	pev	vib	jaf	zug	/ 15 (30)
kat	dof	kep	sup	neg	/ 15 (45)
av	hud	fiz	um	hoj	/ 13 (58)
ob	joj	vok	mup	wut	/ 14 (72)
dav	ec	jik	tij	loz	/ 14 (86)
ked	hol	rab	dem	rom	/ 15 (101)
hoc	lut	kej	od	wub	/ 14 (115)
fij	zos	pim	wos	zob	/ 15 (130)
sej	jiz	dif	vox	zid	/ 15 (145)
ren	vej	mek	len	wob	/ 15 (160)
muv	jov	mib	ros	wiv	/ 15 (175)
kip	niz	kun	fif	puv	/ 15 (190)
tam	tak	wuv	yom	fis	/ 15 (205)
pon	noz	han	lok	lob	/ 15 (220)

_____ /

Appendix D
One Week of Guided Reading Lessons

Week: 5
Group: 1

Sight words/Phonics:

- Sight words
- Short “I” word family cards

Reading Level: A
Book Title: We Can!
Comprehension skill: Setting
Lesson:

1. Look at the cover and the title. What do you think this story will be about? What are some you things you have learned from an older brother, sister, friend, or family member?
2. Read the book.
3. Stories are filled with characters, actions, and places. In this story we learn a lot about the setting-where the story takes place-by looking at the art. The illustrator of the story tells us about the setting.
4. Look at the cover. What kind of place are they? How do you know?
5. Where are the characters on the next page? Are they indoors or outdoors? How can we tell?
6. Look at picture clues throughout the book. How can we tell that they are not playing in a parking lot? Where does it look like they are?

Notes/Observations:

Week: 5
Group: 2 & 3

Sight words/Phonics:

- Sight words
- Short “I” word family cards

Reading Level: B
Book Title: We Like to Play!
Comprehension skill: Setting
Lesson:

1. Where are some parks or playgrounds where you like to play? What kind of equipment do they have? What do you enjoy doing most?
2. Read the book.
3. When we read, we can look at the pictures to help us know where the story takes place. This is called the setting.
4. Take a look at the illustration on page 2. The boy is drawing a picture. Where do you think he is? How do you know he is indoors?
5. Now look at the illustration on page 3. Where is the girl? How do you know she is outdoors?
6. Do you see the seesaw, or teeter-totter, in the illustration on page 7? Does the seesaw give you a hint about where the children might be playing? Now turn to the last page to see if you are right.

Notes/Observations:

Week: 5
Group: 4

Sight words/Phonics:

- Short “I” word family cards

Reading Level: C
Book Title: Little Blue Fish
Comprehension skill: Setting
Lesson:

1. Where have you seen fish? Have you been to the ocean, an aquarium, seen them in movies, TV shows, or books? What are some things a fish might see while swimming around underwater? What are some dangers a fish in the sea might fact? (fishing hooks, nets, bigger animals trying to eat them)
2. Words: went
3. Read the book.
4. The setting of a story is where it takes place. Take a look at pages 2-3. What are some details about this setting?
5. Describe the setting on page 9. How does the setting help predict what will happen next?
6. What is the setting for this entire story?

Notes/Observations:

Week: 5
Group: 5

Sight words/Phonics:

- Rhyming word cards

Reading Level: D
Book Title: Farm Helpers
Comprehension skill: Setting
Lesson:

1. Do you have to do chores at home? What kinds of chores do you do? Families who live on a farm have additional chores that include caring for the farm animals or the plants that grow on the farm. What kinds of animals live on a farm? What plants grow on a farm?
2. Read the book.
3. The setting of a story is where and when it takes place.
4. Look at the picture on pages 2-3. Where does the story take place? What is the big read building in the picture? What is the barn used for?
5. Do the people live in the barn? Where does the family live?
6. Why is the setting important to this story? (The farm is where the family lives and works. The story is about how the children help with work on the farm.)

Notes/Observations:

Week: 5
Group: 6

Sight words/Phonics:

- Compound word cards

Reading Level: H
Book Title: Captain Cat
Comprehension skill: Setting
Lesson:

1. How do animals help humans? (bring comfort) Why do pets make people feel better?
2. Words: p. 12 corporal, sergeant; p.17 soldier; p.19 guard duty; p. 24 bugle; p.28 inspection
3. Read the book.
4. The setting is the place and time in which events in a story happen. In some books, the setting is an important part of the story and affects the events.
5. On pages 6-7, look at the illustration. What can you tell about the story's setting from this illustration?
6. Turn to pages 38-39. What does this tell you about where Pete sleeps?
7. How important is the setting to this story? Why?

Notes/Observations:

Week: 5
Group: 7

Sight words/Phonics:

- Synonym Cards

Reading Level: K
Book Title: Penguins
Comprehension skill: Setting
Lesson:

1. What do you know about penguins? Most live in Antarctica. They can vary in height from 14 inches to almost 4 feet. The smallest species (the blue penguin) weighs as little as 2 pounds, and the largest (the emperor) weighs up to 90 pounds.
2. Nonfiction-read the book.
3. The setting is the place and time in which the events take place. (Look at Antarctica on a globe.)
4. We read about Penguins that live in Antarctica. Look at the photographs in Penguins. What do they tell us about Antarctica?
5. How is Antarctica different from where we live?

Notes/Observations:

Week: 5
Group: 8

Sight words/Phonics:

- Synonyms/Antonyms

Reading Level: O
Book Title: Desert Life
Comprehension skill: Setting
Lesson:

1. What do you know about the desert? A synonym for dry is arid. Most deserts usually do not get more than 10 inches of rain per year. It is not only hot, it also can get very cold at night.
2. Teach about subtitles. How do they help us know what we will read about?
3. Whisper read the book.
4. Summarize sections as we read.
5. The setting is when and where the story takes place. This book is set in the Sonoran desert. Why is it important to know that we are reading about only one type of desert?
6. When does the story take place? Is it important for us to know an exact time period? Why or why not?
7. What can we tell about the setting by looking at the photos?

Notes/Observations:

Appendix E
Parental Consent Form

Dear Parent/Guardian:

I am currently a graduate student at Dordt College, and I am finishing up work towards a Master's of Education degree. As part of my work, I am required to complete an action research project. An action research project simply involves taking a closer looks at a teaching technique to determine its effectiveness, and I have decided to focus on gaining skill and understanding about Response to Intervention, or RtI. RtI is an instructional structure of demonstrating student need and monitoring student growth through the use of specific data from various assessments. I will be implementing this use of data in language arts with the goal of increasing my understanding of my students' skills and rate of progress based on the instruction they receive. I expect that this will in turn benefit your child's reading skills as well.

I would like to include your child in this study. The children will not have to do any extra work because of this project, and all instruction and data collection will be conducted during the scheduled language arts block. The data I will be collecting as well as the reading interventions I will be using will not differ from the other first grade classes; I will simply be documenting and more closely examining the results in light of my action research project. My final report will not include any student names or photographs. In the written report, the children will be referred to as a number or letter (child A).

If you have any questions about my plans, please contact me by email at kroll@timothychristian.com. You are also welcome to contact my professor, Tim Van Soelen, at Timothy.VanSoelen@dordt.edu.

Thank you in advance for your cooperation. I am very excited about the potential of RtI to improve my reading instruction.

Sincerely,

Valerie Kroll

Please return this form to Miss Kroll by Friday, November 15, 2013.

Student's name _____

Parent's signature _____

My child can be included in the action research project.

YES _____ NO_____

Valerie J. Kroll

1031 Elgin Ave.
Forest Park, IL 60130
(651) 324-5018

Education

M.A. Teacher Leadership, Dordt College (2014)

B.A. Elementary Education, Dordt College (2010)

Academic Employment

Teacher (First Grade), Timothy Christian School, Elmhurst, IL (2010-present)

- Planned and implemented lessons across the curriculum for a 1st grade classroom
- Incorporated technology, including iPads and a SmartBoard, into daily classroom practices
- Communicated with parents via a classroom website, frequent emails, and conferences
- Served on the Education Committee as a teacher representative
- Piloted the use of AIMSWeb in the classroom
- Formally mentored new teachers

Professional Memberships

Christian Educators Association

Scholarships/Awards

Dordt College Distinguished Scholarship (2006-2010)
Dordt College Presidential Scholarship (2006-2010)
Dordt College Alumni Association Scholarship (2009-2010)
Garry and Delores Zonnefeld Christian Education Scholarship (2009-2010)
Good Shepherd Scholarship (2008-2009)